



## Accessibility Policy

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Person(s) Responsible:	Richard Odell

## Accessibility Policy

This plan sets out how Stamford Park Primary School aims to work in promoting disability equality. Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, this is provided in writing for pupils who are not disabled.

### Definition:

A person is deemed disabled if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

DDA (part 4) states key duties for the Governing Body:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Stamford Park Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in our wide School Curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can benefit from our education provision and associated services;
- Improve the delivery of information to disabled pupils that is provided to all pupils without a disability.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised at least every three years and as necessary.

Below are a set of action plans showing how the school will address the priorities identified in the plan. The purpose and direction of the school's plan, as well as the vision and values Stamford Park Primary School, are committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and delivery of service.

A disabled person includes:

- A visually or hearing impaired person
- A physically disabled person
- A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis
- A person with an autistic spectrum disorder
- A person with Downs' syndrome
- A person with dyspraxia
- A person with ADHD
- A person with dyslexia.

This list is not exhaustive but includes the main examples as provided by the guidance 'Promoting Disability Equality in Schools' (Page 26, DES 2006). The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

We are mindful of the adults in our community, whether as members of staff, parent and carers or visitors, and every effort is made to ensure they have full access to all aspects of the school.

Physical Environment

- The school has assisted entry into the main entrance from Cedar Road.
- The school has a slope from the upper junior playground into the building.
- The school is on two levels, with the main office and one classroom located up two steps with a hand rail to assist access.
- There are carpets in all classrooms which greatly improve acoustics.
- The school hall has a high ceiling with sound absorbing panels fitted to improve the acoustics.
- The school has secure perimeter fencing, railings and gates which enclose the playgrounds and the separate field.
- Emergency and evacuation procedures are displayed in all rooms and are fully accessible.
- Auditory alarms provide warning of a fire, bomb threat or 'lone wolf' attacks.
- Space for quiet working is provided in the School Library, the Resources Room the Training room and other breakout areas.
- The IT suite has 36 networked computers to allow 1:1 timetabled work sessions for all pupils.
- The IT Suite has a height adjustable desk for disabled access.
- There is a disabled toilet and shower room off the main corridor with wheelchair accessible door.
- The two playgrounds and the school field provide opportunities for a range of activities including quiet areas.

- Outdoor seating is provided in both playgrounds and seating in shaded areas for use in extreme temperatures.

### School Curriculum

- Curriculum provision is always reviewed and resources are acquired in response to the needs of individual children in school (e.g. laptops, small support groups, Numicon, and other physical resources, etc).
- A visual timetable is used in every classroom.
- School visits and trips are available to all children (this remains at the discretion of the Headteacher should a child's behaviour become a concern).
- The curriculum is well planned and taught with due regard given to adaptations to meet the needs of individual children.
- The classroom environment supports learning throughout the school.
- Extra-curricular activities are available to and accessed by children as appropriate.
- Use of 'Pupil Profiles' is made to support individual pupils learning (e.g., for SEND -Special Educational Needs & Disabilities, EAL-English as an Additional Language pupils)
- Targets are set for all children and shared with parents regularly through formal reports, parents' evenings and open events.
- Group and individual work is provided as necessary for children identified as vulnerable or having specific, individual needs.
- Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address children's 'Pupil Profile' targets and liaise with specialist support services.
- TAs have specialist roles within the school (e.g. for communication difficulties, behaviour support, mental health support, etc).
- The school provides additional access to teaching support through an independent children's councillor (Charlotte Bode) and a Senior Mental Health Worker, who both work within the school on a weekly basis.
- Lessons provide opportunities for all to succeed through inclusive, differentiated planning and the adoption of a variety of teaching styles and strategies.
- A range of IT is installed to support learning (e.g. Duolingo, Dynamo Math, spoken dictation capabilities iPads, etc).
- Circle time, SMSC lessons including those on British Values and assemblies are used to increase awareness of a range of disabilities and the needs of these children/adults.
- External advice is sought to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full part in curricular activities, including trips.
- Communication with parents / carers ensures they are fully aware of school life including the curriculum through written reports, Parents' meetings, etc.
- School provides a variety of different ways to keep parents informed of their child's progress including; Home/schoolbooks (where appropriate) whole school newsletters; Parent Mail and ParentPay information; SEND meetings; pupil premium meetings; curriculum information afternoons alongside our 'Open Door' policy where parents can arrange meetings with key staff.

### **Other considerations**

- Data is collected to ensure we have up to date information about pupils, staff and parents with disabilities (stored in line with the GDPR regulations).
- There is a clear policy on the administration of medicines.
- Children with specific medical needs or allergies have their photographs displayed and shared with kitchen and midday staff.
- Transition meetings are held between class teachers prior to the end of the school year to identify key needs and areas of support required.

### **Future review**

The Accessibility Plan will be reviewed regularly (every three years) and / or sooner should new developments require it. The Governing Body has overall responsibility for the plan including its direction, monitoring, review and revision.